

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**PROMOTING RIGOROUS CAREER AND TECHNICAL EDUCATION PROGRAMS OF
STUDY**

CFDA # 84.051C

PR/Award # V051C100003

OMB No. 1830-0568, Expiration Date: 05/31/2011

Closing Date: SEP 07, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission * 2. Type of Application: * If Revision, select appropriate letter(s): <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Application <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Changed/Corrected Application <input type="checkbox"/> Revision		
* 3. Date Received: 9/7/2010		4. Applicant Identifier:
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier: CFDA 84.051C
State Use Only:		
6. Date Received by State:		7. State Application Identifier:
8. APPLICANT INFORMATION:		
* a. Legal Name: Board of Regents		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 810302402		* c. Organizational DUNS: 949504138
d. Address:		
* Street1:		PO Box 203201
Street2:		
* City:		HELENA
County:		
State:		MT
Province:		
* Country:		USA
* Zip / Postal Code:		59620
e. Organizational Unit:		
Department Name:		Division Name:
Higher Education of Montana		Office of the Commissioner of Higher Education
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:		Dr. * First Name: SYLVIA
Middle Name:		

* Last Name: MOORE
Suffix:

Title: DEPUTY COMMISSIONER

Organizational Affiliation:
MONTANA UNIVERSITY SYSTEM

* Telephone Number: (406)444-0312 Fax Number:

* Email: SMOORE@MONTANA.EDU

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.051C

CFDA Title:

Promoting Rigorous Career and Technical Education Programs of Study

*** 12. Funding Opportunity Number:**

20 U.S.C. 2324(c)(1)

Title:

Carl D. Perkins Career and Technical Education Act of 2006

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

State of Montana

*** 15. Descriptive Title of Applicant's Project:**

Paving the Way
Building a Rigorous Program of Study in Construction

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: MONTANA

* b. Program/Project: MONTANA

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/7/2010

* b. End Date: 9/6/2011

18. Estimated Funding (\$):

a. Federal	\$ 999800
b. Applicant	\$ 445202
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 1445002

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: SYLVIA

Middle Name:

* Last Name: MOORE

Suffix:

Title: DEPUTY COMMISSIONER

* Telephone Number: (406)444-0312 Fax Number:

* Email: SMOORE@MONTANA.EDU

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Board of Regents

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 81,400	\$ 90,200	\$ 101,000	\$ 47,200	\$ 0	\$ 319,800
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 5,000	\$ 15,000	\$ 0	\$ 0	\$ 0	\$ 20,000
6. Contractual	\$ 108,000	\$ 43,000	\$ 0	\$ 0	\$ 0	\$ 151,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 194,400	\$ 148,200	\$ 101,000	\$ 47,200	\$ 0	\$ 490,800
10. Indirect Costs*	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 0	\$ 35,000
11. Training Stipends	\$ 39,000	\$ 99,000	\$ 138,000	\$ 198,000	\$ 0	\$ 474,000
12. Total Costs (lines 9- 11)	\$ 242,150	\$ 255,950	\$ 247,750	\$ 253,950	\$ 0	\$ 999,800

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 3.5%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Board of Regents

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 67,793	\$ 67,793	\$ 67,793	\$ 55,511	\$ 0	\$ 258,890
2. Fringe Benefits	\$ 17,626	\$ 17,626	\$ 17,626	\$ 14,433	\$ 0	\$ 67,311
3. Travel	\$ 13,000	\$ 0	\$ 0	\$ 15,000	\$ 0	\$ 28,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 3,000	\$ 0	\$ 0	\$ 4,000	\$ 0	\$ 7,000
6. Contractual	\$ 2,000	\$ 25,000	\$ 35,000	\$ 10,000	\$ 0	\$ 72,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 0	\$ 12,000
9. Total Direct Costs (lines 1-8)	\$ 106,419	\$ 113,419	\$ 123,419	\$ 101,944	\$ 0	\$ 445,201
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 106,419	\$ 113,419	\$ 123,419	\$ 101,944	\$ 0	\$ 445,201

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: SYLVIA MOORE
Title: DEPUTY COMMISSIONER
Date Submitted: 09/07/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: OFFICE OF THE COMMISSIONER OF HIGHER ED Address: 2500 BROADWAY City: HELENA State: MT Zip Code + 4: 59620-3201 Congressional District, if known: 01	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: OVAE	7. Federal Program Name/Description: CFDA Number, if applicable: 84.051C	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Sylvia Moore Title: Deputy Commissioner Applicant: Board of Regents Date: 09/03/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Board of Regents

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: DR First Name: SYLVIA Middle Name:

Last Name: MOORE Suffix:

Title: DEPUTY COMMISSIONER

Signature:

Date:

09/07/2010

ED 80-0013

03/04

Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et. seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C. 774(b));
 - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

09/07/2010

(Signature)

(Date)

SYLVIA MOORE

(Typed or Printed Name)

Name or number of the ED program under which this certification is being made:

84.051C - Promoting Rigorous Career and Technical Education Programs of Study

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : Paving the Way GEPA

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DESCRIPTION OF STEPS TO ENSURE EQUITABLE ACCESS

Paving the Way

Because construction programs are dominated by male students, Montana will encourage the enrollment of females by the following strategies:

- Posters, brochures, flyers and other promotional materials include nontraditional occupations which feature photos and testimonials of women and minorities working in these occupations.
- The web-based guidance tool, the Montana Career Information System, will be analyzed by members of the Office of the Commissioner of Higher Education and the Office of Public Instruction for non-biased representation of women in the trades.
- Curriculum and instructional materials developed/used for this project will be reviewed to determine if all materials are inclusive, represent diversity, and are gender fair.

Project Narrative

ABSTRACT

Attachment 1:

Title: **Paving the Way Abstract** Pages: **1** Uploaded File: **E:\Paving the Way Abstract.doc**

Paving the Way

Building a Rigorous Big Sky Pathway in Construction

PROJECT ABSTRACT:

Montana's project proposal, *Paving the Way--Building a Rigorous Big Sky Pathway in Construction*, is a collaborative effort between the Montana Office of the Commissioner of Higher Education and the Montana Office of Public Instruction. The proposal describes how Montana will improve the local development and implementation of a Construction Big Sky Pathway (POS) based on the 10 components of OVAE's Programs of Design Framework. Montana proposes to focus on the Construction Big Sky Pathway for the purposes of this grant because this program of study leads to occupations that are high wage, high skill **AND** high demand as determined by analysis of the Montana labor market. In addition, there is much depth and breadth of this Big Sky Pathway in Montana; there are nine postsecondary programs and over a hundred high school programs.

The objectives include (1) aligning construction curriculum and technical skills assessments with the National Center for Construction Education and Research (NCCER); (2) forming interdisciplinary math/construction teams at each participating high school to focus on improving math readiness for college and career; (3) promoting web-based guidance delivery through the Montana Career Information System (MCIS) and (4) developing partnerships and processes that will sustain and improve the development of all programs of study

Project Narrative

ELIGIBILITY

Attachment 1:

Title: **Paving the Way Eligibility** Pages: **1** Uploaded File: **E:\Paving the Way Eligibility.doc**

ELIGIBILITY

As eligible agency charged with administering the Carl D. Perkins Career and Technical Education Act of 2006, the Montana Office of the Commissioner of Higher Education, in partnership with the Montana Office of Public Instruction, is seeking this grant to promote and improve the local development and implementation of a Construction Big Sky Pathway (POS). The following text is from Montana Code Annotated 2009:

20-7-329. Eligible agency for federal vocational education requirements.

(1) The board of regents is the eligible agency for purposes of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, as amended, which requires a state participating in programs under that act to designate a state board as the eligible agency responsible for administration or supervision of those programs.

(2) The board of regents shall contract with the superintendent of public instruction for the administration and supervision of K-12 career and technical education programs, services, and activities allowed by the Carl D. Perkins Career and Technical Education Improvement Act of 2006, as amended, and in concert with the state plan for career and technical education required by the act. The board of regents may contract with other agencies for the administration and supervision of technical education programs, services, and activities that receive funding allowed by the Carl D. Perkins Career and Technical Education Improvement Act of 2006, as amended.

History: En. Sec. 2, Ch. 460, L. 1999; amd. Sec. 11, Ch. 133, L. 2001; amd. Sec. 44, Ch. 2, L. 2009.

Project Narrative

COMPETITIVE PREFERENCE PRIORITY

Attachment 1:

Title: **Paving the Way Competitive Preference** Pages: **0** Uploaded File: **F:\PAVING THE WAY Final Budget2.xls**

YEAR 1

GRANT LEADERSHIP IN-KIND TOTAL

PERSONNEL

Linda Corr-Mahugh, Project Director
100% of Leadership Salary Funds

35,092 35,092

Benefits @ 26%

9,124 9,124

Kathy Wilkins, Perkins Accountability Specialist
20% of Leadership Salary Funds

7,291 7,291

Benefits @ 26%

1,896 1,896

Melissa Higgins, Perkins Coordinator
20% of Leadership Salary Funds

1,560 1,560

Benefits @ 26%

406 406

Diana Fiedler, OPI Perkins Accountability Specialist
20% of Leadership Salary Funds

9,000 9,000

Benefits @ 26%

2,340 2,340

Don Michalsky, OPI Specialist
.33% of Leadership Salary Funds

14,850 14,850

Benefits @ 26%

3,861 3,861

TRAVEL

Required POS Evaluation Design Meeting in Washington, D.C. (3 attendees)

1,500 1,500

3,000

Career Clusters Institute			
<i>12 high school; 6 PS faculty; 3 OPI ;2 OCHE @1300</i>	29,900	1,500	31,400
OPI Specialist Travel	3,000		3,000
Project Director Travel	3,000		3,000
Meetings			
<i>10 meetings for 12 high school teachers and 6 PS faculty @ \$3</i>	44,000	10,000	54,000
MEETING COSTS			
Meeting Rooms (12 @ \$250)		3,000	3,000
SUPPLIES AND MATERIALS			
Pathway Publications and integrated math resources	5,000	3,000	8,000
CONSULTANTS			
Consultant on Career Clusters	30,000		30,000
Consultant on NCCER Modules and Certification	30,000		30,000
Consultant for program evaluation and data analysis	25,000		25,000
Consultant on MCIS on implementing teaching module	8,000		8,000
Consultant on integrating construction and math curriculum	15,000	2,000	17,000

CONTRACTED SERVICES				
Stipends for 6 PS faculty (1 per college @ \$3000)	18,000			18,000
Stipends for 2-member interdisciplinary high school teams				
<i>Year 1: Two from each of the three high schools @ \$3000</i>	18,000			18,000
Stipend for counselors				
<i>One from each of the three high schools @ \$1000</i>	3,000			3,000
INDIRECT COSTS				
Based on \$250,000 grant award	8,750			8,750
TOTAL YEAR 1	\$ 242,150	\$	103,419	\$ 3,000 \$ 348,569

YEAR 2

GRANT LEADERSHIP IN-KIND TOTAL

PERSONNEL

Linda Corr-Mahugh, Project Director, 100% of Leadership Salary Funds	35,092	35,092
<i>Benefits @ 26%</i>	9,124	9,124
Kathy Wilkins, Perkins Accountability Specialist, 20% of Leadership Salary Funds	7,291	7,291
<i>Benefits @ 26%</i>	1,896	1,896
Melissa Higgins, Perkins Coordinator. 20% of Leadership Salary Funds	1,560	1,560
<i>Benefits @ 26%</i>	406	406
Diana Fiedler, OPI Perkins Accountability Specialist, 20% of Leadership Salary Funds	9,000	9,000
<i>Benefits @ 26%</i>	2,340	2,340
Don Michalsky, OPI Specialist, .33% of Leadership Salary Funds	14,850	14,850
<i>Benefits @ 26%</i>	3,861	3,861

TRAVEL

Career Clusters Institute

<i>12 high school; 6 PS faculty; 3 OPI ;2 OCHE @1300</i>	31,200	31,200
--	--------	--------

OPI Specialist Travel	2,000		2,000
Project Director Travel	3,000		3,000
Meetings			
<i>10 meetings for 12 high school teachers and 6 PS faculty @ \$300</i>	54,000		54,000
MEETING COSTS			
Meeting Rooms (12 @ \$250)		3,000	3,000
SUPPLIES AND MATERIALS			
Pathway Publications and integrated math resources	15,000		15,000
CONSULTANTS			
Consultant on NCCER Modules and Certification	20,000		20,000
Consultant for program evaluation and data analysis	3,000	20,000	23,000
Consultant on MCIS on implementing teaching module		5,000	5,000
Consultant on integrating construction and math curriculum	20,000		20,000
CONTRACTED SERVICES			
Stipends for 6 PS faculty (1 per college @ \$3000)	18,000		18,000
Stipends for 2-member interdisciplinary high school teams			
<i>Year 1: Two from each of the three high schools @ \$3000</i>	18,000		18,000

Stipend for counselors

One from each of the three high schools @ \$1000 3,000 3,000

Common prep period for high school team
*Two teachers (interdisciplinary teacher teams)
from three high schools @ \$10,000/teacher*

60,000

INDIRECT COSTS

Based on \$250,000 grant award 8,750 8,750

TOTAL YEAR 2 \$ 255,950 \$ 110,419 \$ 3,000 \$ 309,369

YEAR 3

	GRANT	LEADERSHIP	IN-KIND	TOTAL
PERSONNEL				
Linda Corr-Mahugh, Project Director				
100% of Leadership Salary Funds		35,092		35,092
<i>Benefits @ 26%</i>		9,124		9,124
Kathy Wilkins				
Perkins Accountability Specialist, 20% of Leadership Salary		7,291		7,291
<i>Benefits @ 26%</i>		1,896		1,896
Melissa Higgins, Perkins Coordinator				
20% of Leadership Salary Funds		1,560		1,560
<i>Benefits @ 26%</i>		406		406
Diana Fiedler, OPI Perkins Accountability Specialist				
20% of Leadership Salary Funds		9,000		9,000
<i>Benefits @ 26%</i>		2,340		2,340
Don Michalsky, OPI Specialist				
.33% of Leadership Salary Funds		14,850		14,850
<i>Benefits @ 26%</i>		3,861		3,861
TRAVEL				

Career Clusters Institute

12 high school; 6 PS faculty; 3 OPI ;2 OCHE @1300

31,200

31,200

OPI Specialist Travel

2,000

2,000

Project Director Travel

3,000

3,000

Meetings

*6 bi-monthly meetings for 24 high school; 12 PS
faculty @ \$300*

64,800

MEETING COSTS

Meeting Rooms (12 @ \$250)

3,000

3,000

CONSULTANTS

Consultant on Career Clusters

10,000

10,000

Consultant for program evaluation and data analysis

20,000

20,000

Consultant on MCIS on implementing teaching module

5,000

5,000

CONTRACTED SERVICES

Stipends for 12 PS faculty (1 per college @ \$3000)

36,000

Stipends for 2-member interdisciplinary high school teams

Year 2: Two from each of the six high schools @ \$300

36,000

Stipend for counselors

One from each of the six high schools @ 1000 6,000

Common prep period for high school team

*Two teachers (interdisciplinary teacher teams)
from three high schools @ \$10,000/teacher* 60,000

INDIRECT COSTS

Based on \$250,000 grant award 8,750 8,750

TOTAL YEAR 3 \$ 247,750 \$ 120,419 \$ 3,000 \$ 371,169

YEAR 4

GRANT

LEADERSHIP

IN-KIND

TOTAL

PERSONNEL

Linda Corr-Mahugh, Project Director

100% of Leadership Salary Funds

22,810

22,810

Benefits @ 26%

5,931

5,931

Kathy Wilkins, Perkins Accountability Specialist

20% of Leadership Salary Funds

7,291

7,291

Benefits @ 26%

1,896

1,896

Melissa Higgins, Perkins Coordinator

20% of Leadership Salary Funds

1,560

1,560

Benefits @ 26%

406

406

Diana Fiedler, OPI Perkins Accountability Specialist

20% of Leadership Salary Funds

9,000

9,000

Benefits @ 26%

2,340

2,340

Don Michalsky, OPI Specialist,

33% of Leadership Salary Funds

14,850

14,850

Benefits @ 26%

3,861

3,861

TRAVEL

Career Clusters Institute

12 high school; 6 PS faculty; 3 OPI ;2 OCHE @1300	15,000	
OPI Specialist Travel	2,000	2,000
Project Director Travel	2,000	2,000
Meetings 4 quarterly meetings for 24 high school; 12 PS faculty @ \$300	43,200	
MEETING COSTS		
Meeting Rooms (12 @ \$250)	3,000	3,000
SUPPLIES AND MATERIALS		
Pathway Publications and integrated math resources	4,000	
CONSULTANTS		
Consultant on Career Clusters		
Consultant on NCCER Modules and Certification	10,000	
CONTRACTED SERVICES		
Stipends for 12 PS faculty (1 per college @ \$3000)	36,000	
Stipends for 2-member interdisciplinary high school teams		
Year 2: Two from each of the six high schools	36,000	

Stipend for counselors

One from each of the six high schools @ 1000 6,000

Common prep period for high school team

Two teachers at each of the six high schools @ 120,000

INDIRECT COSTS

Based on \$250,000 grant award 8,750 8,750

TOTAL YEAR 4 \$ 253,950 \$ 98,944 \$ 3,000 \$ 355,894

Fiscal Support: In this proposal, Montana is requesting over four years a total of **\$999,800.**

Montana has identified through Perkins Leadership funds or In-Kind a total of **\$445,202.**

(over four years). Therefore, of a total budget of **\$1,445,002**, Montana meets the 30%

requirement for competitive preference priority.

COMPETITIVE PREFERENCE PRIOR			
		GRANT REQUEST	
			YEAR 1
PERSONNEL			
		Linda Corr-Mahugh, Project Director, 100% of Leadership Salary Funds	
		<i>Benefits @ 26%</i>	
		Kathy Wilkins, Perkins Accountability Specialist, 20% of Leadership Salary Funds	
		<i>Benefits @ 26%</i>	
		Melissa Higgins, Perkins Coordinator. 20% of Leadership Salary Funds	
		<i>Benefits @ 26%</i>	
		Diana Fiedler, OPI Perkins Accountability Specialist, 20% of Leadership Salary Funds	
		<i>Benefits @ 26%</i>	
		Don Michalsky, OPI Specialist, .33% of Leadership Salary Funds	
		<i>Benefits @ 26%</i>	
TRAVEL			

	Required POS Evaluation Design Meeting in Washington, D.C. (3 attendees)		1,500
	Career Clusters Institute		
		<i>12 high school; 6 PS faculty; 3 OPI ;2 OCHE @1300</i>	29,900
	OPI Specialist Travel		3,000
	Project Director Travel		3,000
	Meetings		
		<i>10 meetings for 12 high school teachers and 6 PS faculty @ \$300</i>	44,000
		<i>6 bi-monthly meetings for 24 high school; 12 PS faculty @ \$300</i>	
		<i>4 quarterly meetings for 24 high school; 12 PS faculty @ \$300</i>	
MEETING COSTS			
	Meeting Rooms (12 @ \$250)		
SUPPLIES AND MATERIALS			
	Pathway Publications and integrated math resources		5,000

CONSULTANTS			
	Consultant on Career Clusters		30,000
	Consultant on NCCER Modules and Certification		30,000
	Consultant for program evaluation and data analysis		25,000
	Consultant on MCIS on implementing teaching module		8,000
	Consultant on integrating construction and math curriculum		15,000
CONTRACTED SERVICES			
	Stipends for 6 PS faculty (1 per college @ \$3000)		18,000
	Stipends for 12 PS faculty (1 per college @ \$3000)		
	Stipends for 2-member interdisciplinary high school teams		
		Year 1: Two from each of the three high schools @ \$3000	18,000
		Year 2: Two from each of the six high schools @ \$3000	
	Stipends for counselors		
		One from each of the three high schools @ \$1000	3,000
		One from each of the six high schools @ 1000	
	Common prep period for high school team		

		<i>Two teachers (interdisciplinary teacher teams) from three high schools @ \$10,000/teacher</i>	
		<i>Two teachers at each of the six high schools @ \$10,000</i>	
INDIRECT COSTS			
	3.50%	Based on \$250,000 grant award	8,750
SUBTOTAL			\$242,150
LEADERSHIP AND IN-KIND			\$106,419
TOTAL			\$348,569
		<i>COMPETITIVE PREFERENCE PRIORITY (Minimum required)</i>	<i>\$104,571</i>

ITY: IDENTIFICATION OF 30% OF TOTAL COST FR					
					PROJE
					Year 1
YEAR 2	YEAR 3	YEAR 4	TOTAL		LEADERSHIPIN-KIND
					35,092
					9,124
					7,291
					1,896
					1,560
					406
					9,000
					2,340
					14,850
					3,861

			1,500		1,500	
31,200	31,200		92,300		1,500	
2,000	2,000	2,000	9,000			
3,000	3,000	2,000	11,000			
54,000			98,000		10,000	
	64,800		64,800			
		43,200	43,200			
						3,000
15,000			20,000		3,000	

			30,000			
20,000			50,000			
3,000			28,000			
			8,000		2,000	
20,000			35,000			
18,000			36,000			
	36,000	36,000	72,000			
18,000			36,000			
	36,000	36,000	72,000			
3,000			6,000			
	6,000	6,000	12,000			

60,000	60,000		120,000			
		120,000	120,000			
8,750	8,750	8,750	35,000			
\$255,950	\$247,750	\$253,950	\$999,800		\$103,419	
\$113,419	\$123,419	\$101,944	445,202			\$3,000
\$369,369	\$371,169	\$355,894	\$1,445,002		\$106,419	
<i>\$110,811</i>	<i>\$111,351</i>	<i>\$106,768</i>	<i>\$433,501</i>			

OM LEADERSHIP OR IN-KIND

CT COMMITMENT: LEADERSHIP AND IN-KIND

Year 2		Year 3		Year 4	
LEADERSHIP	IN-KIND	LEADERSHIP	IN-KIND	LEADERSHIP	IN-KIND
35,092		35,092		22,810	
9,124		9,124		5,931	
7,291		7,291		7,291	
1,896		1,896		1,896	
1,560		1,560		1,560	
406		406		406	
9,000		9,000		9,000	
2,340		2,340		2,340	
14,850		14,850		14,850	
3,861		3,861		3,861	

				15,000	
	3,000		3,000		3,000
				4,000	

\$110,419		\$120,419		\$98,944	
	\$3,000		\$3,000		\$3,000
\$113,419		\$123,419		\$101,944	

Project Narrative

SELECTION CRITERIA

Attachment 1:

Title: **Paving the Way Selection Criteria** Pages: **0** Uploaded File: **E:\PAVING THE WAY Selection Criteria.doc**

Paving the Way

Building a Rigorous Big Sky Pathway in Construction

**Submitted to:
Office of Vocational and Adult Education**

September 7, 2010

**Office of the Commissioner of Higher Education
Montana University System**

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SELECTION CRITERION:

STATE CAPACITY TO IMPLEMENT A RIGOROUS PROGRAM OF STUDY

Montana's chosen name for programs of study based on the model of the States' Career Clusters is *Big Sky Pathways*. In the past three years, Montana's Tech Prep consortium has laid the foundation for the development of programs of study in all 16 clusters. State-level partnerships were formed among education, business, and other community stakeholders to develop Big Sky Pathways (BSPs). These model Big Sky Pathways were approved in February of 2009.

Although Montana has laid the foundation for local high schools and colleges to develop Big Sky Pathways, there is much work to be done. When OVAE published the *Programs of Study Design Framework* last spring, Montana embraced its components as a guide for improving and expanding Big Sky Pathways. Before this grant opportunity was announced, the ten Framework components were woven into the work of the Big Sky Pathways Initiative for 2010-2011.

In selecting a BSP for this grant proposal, the high-skill, high-wage, high demand criteria were evaluated. While there is no federal definition for the terms "high-skill, high-wage, or high-demand," Montana, in coordination with the Montana Department of Labor and Industry, has developed a methodology defining the criteria, which apply to every CTE program that is supported by Perkins funding:

High Skill Criteria:

- The occupation requires completion of an associate degree, postsecondary career technical education, more than 12 months of on-the-job training, or a combination of work and formal training; or,

- At least half of the 10 basic O*NET skills for this occupation are ranked at or above 50% in importance and at least 5 of the other O*NET skills required for this occupation are at or above 50% in importance.”

High Demand Criteria:

- The occupation has a greater than average projected annual job growth rate for Montana (1.6% using 2004-2014 projections); or
- The occupation has at least 50 annual average job openings in Montana.”

High Wage Criteria:

- The occupation has an average annual wage which is greater than the wage at the 75th percentile (\$39,615 in 2006) for occupations in the state of Montana.”

Montana proposes a two-part collaborative model. For the first two years of the grant (Phase One), three colleges and three high schools residing within their regions will collaborate to build/improve the construction pathway with all 10 Framework components. Building upon the best practices developed by this initial collaboration, in years three and four of the project (Phase Two) there will be three high schools and three colleges added. CTE staff from both the Office of Public Instruction (OPI) and the Office of the Commissioner of Higher Education (OCHE) will provide technical assistance to strengthen Framework components or incorporate missing components so that all 10 Framework components are in place by year two of the project. The project will emphasize the component of professional development and its subcomponents--vertical curriculum alignment, horizontal curriculum alignment, integration, and innovative teaching strategies. Emphasis will be placed on college and career math readiness. This will be accomplished by forming math/construction interdisciplinary teams in each participating high school.

The National Center for Construction Education and Research written and performance assessments will continue to be used as technical skill assessments in the Construction Big Sky Pathway. Last year NCCER assessments were used to measure the outcomes in Fundamentals of Construction and Carpentry Basics. Students who passed the assessments for the required modules received both high school and college credit through Career/Technical START (STatewide ARTiculation). More START agreements for construction courses based on NCCER modules and course outcomes are a priority for statewide articulation efforts.

The dissemination plan for this project includes further development of the Office of the Commissioner of Higher Education's Workforce Development website at <http://mus.edu/wd/default.asp>. The website will include information on Big Sky Pathway approval process, curriculum developed by the project's participants, technical assistance materials, and professional development materials. Further dissemination requirements--attendance at annual grantee meetings; presentations at Career Clusters Institutes, NASDCTEc meetings and OVAE-sponsored data quality meetings—will be fulfilled by the Project Director and OCHE's Accountability Specialist.

As you will read in the following text, Montana plans on building upon existing state initiatives and partnerships to implement the proposed project.

MCIS Partnership. The partnership between the Montana Department of Labor and the Perkins state partners, the Office of the Commissioner of Higher Education (OCHE) and the Office of Public Instruction (OPI), has focused on enhancing the web-based guidance tool, Montana Career Information System (MCIS). In 2009-2010, OPI/OCHE dedicated \$50,000 of its Perkins leadership dollars for the following MCIS enhancements: inclusion of the state-level Big Sky Pathways models, the capacity to upload approved individual high school's Big Sky

Pathways, and a means for students to customize and link a four-year high school plan with an actual Montana two-year college program. The electronic planning portfolio has been renamed MAP (Montana Achievement Plan). Because MCIS is free to all Montanans, every student has access at home or at school to develop their own Big Sky Pathway MAP.

MCIS is a member of the 20-state Career Information System (CIS) consortium comprised of state agencies, state universities, and non-profit organizations. The consortium's mission is to provide research-based career development resources that meet or exceed standards for quality, integrity, confidentiality, and accessibility. When presented with Montana's vision in 2009, the CIS consortium members embraced it and requested the same capacity for their own states. The Big Sky Pathways MAP enhancements then became an official pilot project for the Career Information System. Although it took over a year to complete the pilot project, the enhanced features were released on August 23, 2010. Montana's efforts paved the way for two much larger CIS consortium states, Illinois and Ohio, to move forward with including these enhancements to promote their own programs of study.

Montana Transfer Initiative: In the spring of 2007, the 60th Montana Legislature funded the Montana University System to develop simple and clear procedures and policies regarding the transfer of credits among the various units of the system. All undergraduate courses deemed to be equivalent must possess the same prefix, course number, and title; such courses will directly transfer on a one-to-one basis with equivalent courses at the receiving institution. The common-course numbering process including the identification of common course outcomes served as a catalyst for developing a true secondary/postsecondary statewide articulation process which Montana has coined C/T START (Career/Technical STatewide ARTiculation).

C/T START—Career/Technical Statewide ARTiculation. Because common course college outcomes are agreed upon at the state level through the Transfer Initiative common course numbering process, secondary schools have a steady target for articulating. With its new vision for statewide articulation, Montana retired all of its former regional Tech Prep articulation agreements in July 2009, and moved forward with true career/technical statewide articulation, named C/T START

After a discipline has completed common-course numbering through the Transfer Initiative process, the Montana University System articulation specialist assembles Tech Prep consortium members by respective discipline to craft a START (STatewide ARTiculation) agreement. The START committee includes postsecondary members of the common course numbering committee and representative secondary teachers to identify the end-of-course assessment and the required passing score. For example, any high school student in Montana may earn college credits for the common course CSTN 100, Fundamentals of Construction Technology, by scoring a minimum of 70% on the written assessments and 100% on the performance assessments on the required NCCER Core modules of Basic Safety, Construction Math, Hand Tools, Power Tools, and the NCCER Carpentry modules Orientation to the Trade and Hand and Power Tools. START agreements are posted on the OCHE website at

<http://mus.edu/wd/default.asp>.

During the 2009-2010 school year, nine START agreements were piloted with assessments from NOCTI and NCCER. After reviewing the assessment results last month, the START committees recommended that the existing START agreements be continued and promoted to all Montana high schools; work has begun to craft new START agreements for piloting in 2010-2011.

COLLEGE!Now Initiative. COLLEGE!Now is a multi-year initiative led by the Montana University System to make two-year higher education more accessible, better coordinated, better understood and, as a result, better utilized statewide. The initiative is being supported by Lumina Foundation for Education, which selected Montana as one of seven states to participate in a national effort to develop innovative, cost-saving strategies for delivering high-quality education to greater numbers of students. Linking the COLLEGE!Now Initiative and the Big Sky Pathways Initiative provides Montana students with a combined effort to facilitate high school to college transitions and two-year to four-year transfer. Common core requirements in workforce programs, a common “Regents’ transfer core,” standard protocols for dual enrollment and shared 2+2 articulations will promote system-wide efficiencies and quality assurance while addressing the issues of image, readiness, and dual enrollment. In addition, COLLEGE!Now engages Montana’s two-year colleges in a variety of efforts to expand access and create efficiencies through the integration of information systems. Paving pathways within two-year colleges using the same system, as this proposal plans, would advance the COLLEGE!Now goals at the same time that it meets Perkins goals for programs of study.

Big Sky Pathways Initiative for 2010-2011. Because of the rural nature of the state and its vastness, Montana is dedicating substantial 2010-2011 Perkins funds to what is called the *Big Sky Pathways Initiative* (BSPI). Tech Prep/Title II dollars, leadership funds, postsecondary local application carryover funds, and reserve funds are being used to begin implementing the 10 Framework components in self-identified Big Sky Pathways for every Perkins-eligible high school. Although infrastructure elements are in place, e.g., the 10 Framework Components, nine regional Tech Prep consortia, MCIS enhancements and the 16 state-level Big Sky Pathway

models, Montana recognizes that much work must be done at the local level to help schools tap into these resources and make the vision a reality. How will this happen?

- Every Perkins-eligible high school must participate in at least one Big Sky Pathway effort. The effort will be organized by Big Sky Pathway (cluster level) and hosted at the college partner's campus. Two six-hour meetings are required, and each participating high school must send at least one BSP content-specific teacher AND a guidance counselor. The college is required to have BSP content-specific faculty member to co-facilitate the meeting with the appropriate OPI CTE Specialist. A pre-training session, which will include a BSPI Toolkit, will be conducted with the postsecondary faculty, OCHE, and the OPI Specialist. At this point in time, there are 35 local efforts planned.
- At the first meeting, expectations will be clarified. This year, each Perkins high school must submit their high-school specific BSP and a Request for Approval with assurances. The process and required assurances are aligned with the 10 components of the OVAE Programs of Study Design Framework. The BSPI Toolkit includes the following resources for crafting a Big Sky Pathway: the 10 Framework components, Montana's state-developed Big Sky Pathways, college and career readiness standards, relevant industry standards, Essential Knowledge and Skills, START and other postsecondary credit opportunities, local partnerships (Advisory Committees), and how to use MCIS as a guidance delivery tool.
- After the first meeting which includes all of the elements of the BSPI Toolkit, high school teacher/counselor teams must work with their school's local advisory

committee, administration, etc., to craft a BSP for their high school that is aligned with the 10 Framework components.

- The second meeting occurs 1-2 months after the first meeting. Each teacher/counselor team returns to the campus to share their BSP development progress with the other teams and college faculty. Technical assistance will be provided to upload the high-school specific BSP into the Montana Career Information System (MCIS).
- There is budget capacity this year for every Montana high school to participate in five BSP efforts.

In **Table 1**, Montana has identified its strategies to build a rigorous Big Sky Pathway in Construction based on the Framework's components and sub components for the first and subsequent years of the grant.

Table 1

Strategies and Evaluation for Paving the Way

Building a Rigorous Big Sky Pathway in Construction

1. LEGISLATION AND POLICIES

State and local legislation, rules and regulations, or administrative policies that promote POS development and implementation.

<i>POS Framework</i>	<i>Strategies</i>			
<i>Sub Components</i>	<i>By Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Evaluation</i>
<i>Provide for state and/or local funding and other resources, such as professional development and dedicated staff time, for POS development.</i>	Project Director provides travel budget and substitute reimbursement for partners to meet and collaborate. Project funds pay for Interdisciplinary teams to have a common prep period.	Project Director provides travel budget and substitute reimbursement for partners to meet and collaborate. Project funds pay for Interdisciplinary teams to have a common prep period.	Project Director provides travel budget and substitute reimbursement for partners to meet and collaborate. Project funds pay for Interdisciplinary teams to have a common prep period.	Schools fulfill financial reporting requirements

<i>Establish formal procedures for the design, implementation, and continuous improvement of POS.</i>	Convene partners, OCHE Project Director, and OPI Trades and Industry Specialist to articulate procedures.	Review and amend procedures as necessary.	Review and amend procedures as necessary.	Publish procedures to share and review with stakeholders
<i>Ensure opportunities for any secondary student to participate in a POS.</i>	Provide MCIS training to all partners including their counselors. Promote the Montana Career Information System (MCIS) as a free web-based guidance tool based on Big Sky Pathways.	Provide MCIS training to all partners including their counselors. Promote the Montana Career Information System (MCIS) as a free web-based guidance tool based on Big Sky Pathways.	Provide MCIS training to all partners including their counselors. Promote the Montana Career Information System (MCIS) as a free web-based guidance tool based on Big Sky Pathways.	Quantify the number of students in the entire school who have used MCIS to construct a Big Sky Pathway MAP (electronic planning portfolio).
<i>Require secondary</i>	Implement the MCIS	Work with MCIS	Work with MCIS	Quantify the number

<i>students to develop an individual graduation or career plan.</i>	Teaching Module in class.	teaching consultant. Share best practices and refine lessons.	teaching consultant. Share best practices and refine lessons	and/or percentage of partner's students who have a Big Sky Pathway MAP.
<i>Provide resources for long term sustainability of POS.</i>	Identify budget for collaboration with college partner.	Identify budget for collaboration with college partner.	Identify budget for collaboration with college partner.	Review collaboration plan/schedule. Identify local application funds for professional development.

2. PARTNERSHIPS				
Ongoing relationships among education, business, and other community stakeholders that support POS design, implementation and maintenance.				
<i>POS Framework</i>	<i>Strategies</i>			
<i>Sub Components</i>	<i>By Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Evaluation</i>
<i>Create written memoranda of understanding that elaborate the roles and responsibilities of partnership members.</i>	Convene partners, school administrators, OCHE Project Director, and OPI Specialist to develop a written memoranda of understanding for year 1 of the project	Update the written memorandum for the subsequent year as needed.	Update the written memorandum for the subsequent year as needed.	Partners self evaluate their implementation and commitment to the project. Project Director reviews.
<i>Conduct ongoing analyses of economic and workforce trends to identify statewide (or regional) POS</i>	Partners and Industry Advisory meet with staff from the	Use data to analyze construction opportunities and	Use data to analyze construction opportunities and	Schools self-evaluate programs for alignment with workforce trends.

<i>to be created, expanded, or discontinued.</i>	Department of Labor Research and Analysis Bureau to learn how to access and analyze the resources available.	trends by CIP codes.	trends by CIP codes.	
<i>Link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the Workforce Investment Act.</i>	Schools and Industry Advisory implement Modules 1-4 State Sector Strategies Toolkit (National Governors Association) to evaluate workforce needs in construction industry	Schools and Industry Advisory implement Modules 5-8 State Sector Strategies Toolkit (National Governors Association) to evaluate workforce needs in construction	Schools and Industry Advisory implement Modules 9-12 State Sector Strategies Toolkit (National Governors Association) to evaluate workforce needs in construction industry	Schools self evaluate the implementation of Sector Strategies Toolkit.

		industry .		
<i>Identify, validate, and keep current the technical and workforce readiness skills that should be taught within a POS.</i>	Convene a representative committee of labor and industry (Industry Advisory) to discuss technical and workforce readiness skills in the construction industry.	Convene committee semi-annually. Use the Construction Pathway Knowledge and Skills provided by Career Clusters. .	Convene committee semi-annually and review the Knowledge and Skills provided by Career Clusters.	Schools self evaluate own program with the Construction Pathway Knowledge and Skills provided by Career Clusters.

3. PROFESSIONAL DEVELOPMENT Sustained, intensive, and focused professional development opportunities for administrators, teachers, and faculty that foster POS design, implementation and maintenance.				
<i>POS Framework</i>	<i>Strategies</i>			<i>Evaluation</i>
<i>Sub Components</i>	<i>By Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	
<i>Support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment).</i>	Hire a consultant to train partners on aligning curriculum with the <i>cluster</i> level Knowledge and Skills.	Hire a consultant to train partners on aligning curriculum with a <i>pathway</i> level Knowledge and Skills.	Schools share mapped curriculum with project partners for peer review.	Schools identify and map. Colleges, OPI, and OCHE review vertical alignments for each school.
<i>Support the development of integrated academic and career and technical curriculum and instruction (horizontal curriculum alignment).</i>	Hire a consultant to train math/construction interdisciplinary teams to collaborate and create interdisciplinary	Provide funding to form three interdisciplinary teams in each partner's high	Provide funding to form six interdisciplinary teams in each partner's high	Interdisciplinary lessons are observed and evaluated by Project Director and building administrator.

	lessons or projects.	school.	school.	
<i>Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.</i>	Hire a consultant to provide training to participants on how to align and integrate curriculum and instruction.	Hire a consultant to provide training to participants on how to align and integrate curriculum and instruction.	Hire a consultant to provide training to participants on how to align and integrate curriculum and instruction.	Teachers evaluate the training.
<i>Foster innovative teaching and learning strategies</i>	Provide professional development funds for partners' interdisciplinary teams (includes math teacher and counselor) and administrator to attend	Provide professional development funds for partners' interdisciplinary teams (includes math teacher and	Share Best Practices	Teachers evaluate the value of the Career Clusters Institute and Best Practices.

	Career Clusters Institute.	counselor) and administrator to attend Career Clusters Institute		
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4. ACCOUNTABILITY AND EVALUATION SYSTEMS

Accountability and evaluation systems and strategies that gather quantitative and qualitative data on both POS components and student outcomes in order to inform ongoing efforts to develop and implement POSs and to determine their effectiveness.

<i>POS Framework</i>	<i>Strategies</i>			<i>Evaluation</i>
<i>Sub Components</i>	<i>By Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	
<ul style="list-style-type: none"> • Include the “10 Essential Elements of A State Longitudinal Data System” identified by the Data Quality Campaign • Provide for administrative record matching of student education and employment data (i.e., Unemployment Insurance (UI) wage records). • Yield valid and reliable data on key student outcomes (indicators) referenced in Perkins and other relevant federal and state legislation. 				<p>CAPACITY OF STATEWIDE LONGITUDINAL DATA SYSTEM</p> <p>(See Page 37)</p>

5. COLLEGE AND CAREER READINESS STANDARDS

POS content standards that define what students are expected to know and be able to do to enter and advance in college, their careers, or both, and that include aligned academic and technical content

<i>POS Framework</i> <i>Sub Components</i>	<i>Strategies</i>			<i>Evaluation</i>
	<i>By Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	
<i>Be developed and continually validated in collaboration with secondary, postsecondary, and industry partners.</i>	Convene a representative committee of labor and industry to discuss technical and workforce readiness skills in the construction industry. Include the Career Clusters Knowledge and Skills.			Self evaluate process.
<i>Incorporate essential knowledge and skills (i.e., academic skills, communication, and problem-solving), which students must master regardless of their chosen career area or POS.</i>	Contract with a consultant to train partners on aligning curriculum with the <i>essential</i> Knowledge and Skills.	Provide further training on aligning curriculum with the <i>essential</i> Knowledge and Skills. Each school	Partner works with another school outside of this project on using the <i>essential</i> Knowledge and Skills to identify where	Schools submit the Knowledge and Skills identification for their own school.

		works with counselor and other staff to identify where Knowledge and Skills are taught.	taught..	
<i>Provide the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates.</i>	Provide a consultant to provide training to partners on college readiness in English and math.	Provide additional training as needed.	Provide additional training as needed.	Interdisciplinary Team assesses rigor;
<i>Incorporate industry-recognized technical standards that are valued in the workplace.</i>	Align curriculum with the NCCER standards and essential Knowledge and Skills	Align curriculum with the NCCER standards and essential Knowledge and	Align curriculum with the NCCER standards and essential Knowledge and Skills.	Self evaluate and peer review the alignments.

		Skills.		
<i>To the extent practicable, be internationally benchmarked so that all students are prepared to succeed in a global economy.</i>		Research International Benchmarking.	Identify relevant international benchmarks.	Self evaluate relevance of international benchmarks

6. COURSE SEQUENCES

Course sequences within a POS that help students transition to postsecondary education without needing to duplicate classes or enroll in remedial courses.

<i>POS Framework</i>	<i>Strategies</i>			<i>Evaluation</i>
<i>Sub Components</i>	<i>By Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	
<i>Map out the recommended academic and career and technical courses in each POS.</i>	Map the BSP coursework in grades 9-12 and 13-14 for the Architecture and Construction BSP (<i>cluster level</i>).	Map the BSP coursework in grades 9-12 and 13-14 for Construction (<i>pathway level</i>).		Colleges, OPI, and OCHE review mapping for each school.
<i>Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all</i>	Identify the cluster foundation courses in the Architecture and Construction BSP	Identify cluster foundation and pathway courses in the Architecture and		Colleges, OPI, and OCHE review mapping for each school.

<i>POS.</i>	(cluster level).	Construction pathways (Construction, Design/Pre-Design, Maintenance and Operations).		
<i>Progress to more occupationally-specific courses at the postsecondary level that provide knowledge and skills required for entry into and advancement in a chosen POS</i>	Convene college faculty from other two-year campuses offering degrees in the Construction pathway to discuss program requirements at the occupational level.	Convene college faculty annually to meet with partners.	Convene college faculty annually to meet with partners.	Colleges, OPI, and OCHE review mapping for each school.
<i>Offer opportunities for students to</i>	Identify other college	Identify additional	Continue to identify	Colleges, OPI, and

<i>earn postsecondary credit for coursework taken during high school.</i>	courses that align with NCCER modules and craft START agreements.	college courses that align with NCCER modules and craft START agreements.	additional college courses that align with NCCER modules and craft START agreements.	OCHE review opportunities identified by each school.
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7. CREDIT TRANSFER AGREEMENTS Formal credit transfer agreements among secondary schools and postsecondary institutions				
<i>POS Framework</i>	<i>Strategies</i>			<i>Evaluation</i>
<i>Sub Components</i>	<i>By Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	
<i>Provide a systematic, seamless process for students to earn college credit for postsecondary courses taken in high school, transfer high school credit to any two- and four-year institution in the state that offers the POS, and transfer credit earned at a two-year college to any other two- or four-year institution in the state that offers the POS.</i>	Incorporate the work of COLLEGE!Now and the Dual Enrollment Guidelines. High school partners should identify opportunities to earn postsecondary credits at own high school.	Invite partners to participate in a relevant Faculty Learning Outcomes Council (FLOC) to observe the process of common course numbering in two-year and four-year colleges.		Teachers evaluate system and FLOC process
<i>College credit should be</i>	Incorporated in the START agreements.			Teachers evaluate

<i>automatically transcribed at the college for high school students so that they can transfer seamlessly into the post-secondary portion of a POS without the need for additional paperwork or petitioning for credit.</i>		process
<i>Describe the expectations and requirements for, at a minimum, teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, location of courses, tuition reimbursement, and credit transfer process</i>	Incorporated in the work of the COLLEGE!Now initiative and the Transfer Initiative.	Assess the access to this information.

8. GUIDANCE COUNSELING AND ACADEMIC ADVISEMENT

Systems that provide career counseling and academic advisory services to help students make informed decisions about which POS to pursue.

<i>POS Framework Sub Components</i>	<i>Strategies</i>			<i>Evaluation</i>
	<i>By Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	
<i>Are based on state and/or local guidance and counseling standards, such as the National Career Development Guidelines</i>	Provide MCIS training to partners which complies with the Association of Computer-based Systems for Career Information (ACSCI)	Provide school-wide MCIS training at partner's schools.		Review MCIS teaching modules; suggest modifications and improvements.
<i>Ensure that guidance, counseling, and advisement professionals have access to up-to-date information about POS</i>	Include counselors and other staff members in MCIS	Continue to maintain and update model BSPs in MCIS. Promote MCIS as a free web-based guidance tool available to all		Conduct student survey of guidance process with Big Sky Pathways

<i>offerings to aid students in their decision making.</i>	training at partners' schools,	Montanans.		
<i>Offer information and tools to help students learn about postsecondary education and career options, including prerequisites for particular POS.</i>	Research best practices for advisement tools other than MCIS.	Provide school-wide MCIS training at partner's schools	Provide school-wide MCIS training at partner's schools	Conduct student survey
<i>Offer resources for students to identify their career interests and aptitudes and to select appropriate POS.</i>	MCIS assessment tools include SKILLS, O'Net Interest Profiler and IDEAS.			Conduct student survey
<i>Provide information and resources for parents to help their children prepare for college and careers, including workshops on college and financial aid applications</i>	Offer MCIS training for parents at partner's high schools.			Survey parents about effectiveness of training and MCIS as a web-based guidance resource.
<i>Offer Web-based resources and tools</i>	Research other resources for obtaining student financial			Student survey

<i>for obtaining student financial assistance.</i>	assistance.	
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9. TEACHING AND LEARNING STRATEGIES

Innovative and creative instructional approaches that enable teachers to integrate academic and technical instruction and also enable students to apply academic and technical learning in their POS coursework

<i>POS Framework Sub Components</i>	<i>Strategies</i>			<i>Evaluation</i>
	<i>By Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	
<i>Be jointly led by interdisciplinary teaching teams of academic and career and technical teachers or faculty.</i>	Provide funding to form interdisciplinary teams in three high schools. Hire a consultant to work teams to collaborate to create interdisciplinary lessons or projects.	Provide funding to form interdisciplinary teams in six high schools.	Provide funding to form interdisciplinary teams in six high schools. Build upon best practices of project years 2 and 3..	Class observations by building administrators and Project Director.

<i>Employ contextualized work-based, project-based, and problem-based learning approaches</i>	Hire a consultant to train partners in contextualized learning.	Develop contextualized lessons with interdisciplinary team member.	Build upon best practices. Develop contextualized lessons with interdisciplinary team member.	Interdisciplinary teams self evaluate.
<i>Incorporate team-building, critical thinking, problem-solving, communication skills, such as through the use of career and technical student organization (CTSO) activities.</i>	Identify how team-building, critical thinking, problem-solving, and communication skills are incorporated in SkillsUSA.	Identify how team-building, critical thinking, problem-solving, and communication skills are incorporated in SkillsUSA.	Identify how team-building, critical thinking, problem-solving, and communication skills are incorporated in SkillsUSA.	Evaluate the competitive events scores of students taught by interdisciplinary team approach.

10. TECHNICAL SKILLS ASSESSMENTS

Existing valid and reliable technical skills assessments that provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS

<i>POS Framework Sub Components</i>	<i>Strategies</i>			<i>Evaluation</i>
	<i>By Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	
<i>Measure student attainment of technical skill proficiencies at multiple points during a POS.</i>	Align curriculum with NCCER modules. Enter performance assessments and written assessments in Registry.	Continue to align curriculum with NCCER modules. Enter performance assessments and written assessments in Registry.	Continue to align curriculum with NCCER modules. Enter performance assessments and written assessments in Registry.	Identify the NCCER modules implemented and skills assessed.
<i>Employ industry-approved technical skill assessments based on industry standards, where available</i>	Use NCCER assessments and enter in the Registry	Use NCCER assessments and enter in the Registry	Use NCCER assessments and enter in the Registry	Collect data on the number of students who passed the NCCER

<i>and appropriate.</i>				module assessments.
<i>Employ State-developed and/or approved assessments where industry-approved assessments do not exist.</i>	Identify courses in the Construction BSP that are not assessed by NCCER process.	Craft state-developed START agreements in 2011-2012 where industry-approved assessments do not exist	Pilot state-developed START agreements in 2011-2012 where industry-approved assessments do not exist	Evaluate the validity of the state-developed assessments
<i>Incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills</i>	Identify performance-based assessments in NCCER curriculum.	Align curriculum with NCCER modules. NCCER requires performance-based assessment.	Align curriculum with NCCER modules. NCCER requires performance-based assessment.	Evaluate whether curriculum is aligned with NCCER modules. Evaluate number of students earning college credit through START

SELECTION CRITERION: LOCAL IMPLEMENTATION PLAN

As shown in **Table 2**, the implementation plan involves six postsecondary institutions and six secondary schools. Each of the high schools is within the service region of one of the chosen colleges and qualifies as an urban area, urban cluster (suburban), or rural area.

Although Montana has not named the three Phase two high for years three and four of the grant, Montana assures OVAE that the three phase two high schools will be named prior to the beginning of year two of the project using the same criteria (urban, urban cluster, and rural). All participating high schools have construction programs and the capacity to have all 10 Framework components in place either at the start of the project or no later than the beginning of year two of the project. Attached are letters of support provided by the project's participating colleges and the three phase one high schools. In addition, there are two letters of support for two of the three phase two colleges.

According to the U.S. Census Bureau, to qualify as an urban area, the area must be populated by 50,000 or more people. By the definition of *urban* area, there are three Montana communities that qualify—Billings, Great Falls and Missoula. An *urban cluster* requires at least 2,500 and less than 50,000 people. Four communities have populations that qualify as urban clusters—Kalispell, Helena, Butte, and Bozeman. *Rural* encompasses all population not included within an urban area or urban cluster.

To ensure the project's participants have the capacity to implement the Construction Big Sky Pathway and the 10 Framework components by the beginning of year 2, the project's six high schools will submit evidence by June 1, 2011, to the Project Director that they have completed the work required to implement the Construction Big Sky Pathway with all 10 Framework components. By June 1, 2011, the project's six high schools will submit an estimate

of the number of students (by grade level) who will participate in the Big Sky Pathway in years two through four. The Big Sky Initiative (described on page 6) is required for all Montana CTE teachers.

Table 2

LOCAL IMPLEMENTATION PLAN			
Years 1 - 4		Years 3 - 4	
POST-SECONDARY	SECONDARY	POST-SECONDARY	SECONDARY
MSU-Billings	Billings Career Center Enrollment: 449 morning and 375 afternoon (129 FTE) Billings: Urban community Population: 100,317	UM-Missoula College of Technology	<i>TBD</i>
Montana Tech	Townsend High School Enrollment: 246 Townsend: Rural community Population: 2,068	MSU-Great Falls	<i>TBD</i>
UM-Helena College of Technology	Helena High School Population: 1,569 Helena: Urban cluster (Suburban community) Population: 29,939	MSU-Northern	<i>TBD</i>

The Project Director assisted by the OPI Specialist will provide ongoing oversight and technical assistance to the participating schools throughout the project period. The project's participants will meet 6-10 times per year with the Project Director, OPI Specialist, and other consultants for aligning construction curriculum with NCCER, integrating math, implementing MCIS, and analyzing data and workforce trends. In **Table 1** (evaluation column) there are strategies described to ensure constancy in the implementation.

SELECTION CRITERION:

CAPACITY OF STATEWIDE LONGITUDINAL DATA SYSTEM

Montana has applied for two grants to develop a longitudinal data system. While Montana did not receive either grant award, the conversations to write the grants have lead to the development of system practices that will move the state in that direction without additional funds. Those practices are detailed below.

Statewide unique student identifiers. In school year 2008-2009, the Montana Office of Public Instruction rolled out a new unified statewide data system named Achievement in Montana (AIM). The system has implemented a unique identifier for students in the Montana public education system from kindergarten through graduation. Beginning the Fall of 2010, the Montana University System has included the AIM unique identifier in the Banner system used for all system colleges and universities except Flathead Valley Community College. This will allow the state to track Montana high school students into Montana postsecondary schools. The state also works closely with the National Student Clearinghouse to track student not found in Montana.

Student-level enrollment data. Both the AIM and Banner systems collect student-level enrollment data including fields to track Perkins special population categories in addition to standards demographic information. Both systems also allow CTE students to be compared against the general student population.

Student-level course completion (transcript) data. The OPI gathers enrollment data at the state level. Course completion (transcript data) is gathered and compiled locally in a variety of district data systems. The Montana University System does collect course completion data in Banner which can be accessed through numerous reports. The transcript function is built into Banner and is utilized at the campus level.

The ability to match student-level secondary and postsecondary data. Utilizing the AIM identifier, Montana will be able to follow students into postsecondary education and with the social security numbers can assess placement beyond postsecondary.

The ability to match student-level data to employment outcome data, using— (1) Unemployment Insurance (UI) wage records, or alternative methods such as surveys that have, at a minimum, a 70 percent response rate. Montana has worked with its state Unemployment Insurance Wage Records division since 1999 and the Federal Employee Data Exchange System (FEDES) since 2006. If student employment is not found using either source, local student services support service follow-up surveys are reviewed to identify if a student was placed in employment out of state or is self employed.

State data audit plan to verify that the education data are valid and reliable. *The OPI Measurement & Accountability Staff* - Responsibilities of the AIM staff (part of the Measurement and Accountability Division at the OPI) include daily and on-going student data quality validation checks. These validation checks are two-fold:

1. Foundational Reporting Checks

Basic data enrollment checks/reports are done constantly to validate data areas such as missing codes, correct grade levels, enrollment overlaps, missing gender, birthdates, ethnicity codes, etc. All AIM staff perform these basic data validations with specific people assigned to different categories.

2. Program-Specific Reporting Checks

The CTE spring accountability collection and the CTE fall accountability collection is reviewed by members of the AIM staff during and following the collection deadlines.

The spring accountability deadline is April 30. The fall accountability deadline is December 31.

CTE Perkins Accountability Specialist - In addition to the AIM staff, the Secondary Perkins Accountability Specialist in the CTAE Division of the OPI also carefully reviews each individual school district's CTE submissions to assure that data is not missing for both the fall and spring CTE data collections. Data deviations of 20% are reviewed, noted, and districts contacted. As quality issues and/or questions are identified, the high school districts are notified and revised or missing data is requested. Missing and/or quality issues are targeted to be completed by June 1 (spring collection) and February 1 (fall collection) knowing that individual follow-up may occur after the completion target date.

Technical Assistance and Resources Available - Trainings provided to local high school district personnel to ensure complete, accurate and reliable data reporting. Numerous and varied trainings are held in different formats to local high school staff at different times of the year.

- New User training each fall—done by the AIM staff
- Updates to AIM reporting each fall—done by the AIM staff

- Self-paced on-line training courses for new users provided year round by the AIM staff
- Program-specific webinars provided by the AIM staff are recorded for access 24/7
- Teleconferences
- Quick Reference Guides available on AIM web site
- Updates and relevant information posted on monthly OPI Summary

When developing the data files obtained from the locals, the files were matched against IPEDS raw data and Office of the Commissioner of Higher Education semester reports. The queries used to pull the data are similar to those used for the other reports. Grant managers pour over the data annually to assure numbers are accurate for determining formula allocations. Any increase or decrease in data over 5% is reviewed for accuracy.

Postsecondary Procedures. The Perkins Accountability Specialist will follow these steps to assure complete and accurate data:

- Beginning in January, grantees will review and sign off on their program table and the PELL/BIA Verification form for all grantee programs. The PELL/BIA verification form verified all students enrolled in programs in the previous calendar year. Because this information is used for the local allocations, the data is the most accurate at this time.
- Grantees review student enrollment for each program to assure data is not missing and to remove duplicates.
- The Perkins Accountability Specialist will run all quality control queries in the database.. These queries perform additional sweeps of the data to clean data or to verify data is clean.
- As data issues are identified for a particular grantee, the colleges generating the errors are notified. Revised or missing data is requested and, when necessary, changes to the system

data are made and files rerun. Files produced are not altered to assure the data source is corrected not just the existing file. Documentation of these issues and resolutions will be placed in the correspondence file for each grantee.

- During the summer, special populations, completer, spring term and stop-out files are uploaded to the database. Students are then matched against Montana Unemployment Insurance Records Division (MUI), National Student Clearinghouse (NSC), Montana University System Data Warehouse (MUSDW) and Federal Employee Data Exchange System (FEDES). NSC and MUSDW are compared and discrepancies are exchanged between the database administrators for both systems. Second runs of these reports will be requested if significant deviations from previous years are identified.
- Once the matching information has been validated, indicator reports are run. Grantees review the reports for obvious discrepancies. A grantee may request student level data by indicator to validate indicator data. Any data concerns or significant deviations are researched and corrected. The research and corrections are documented in the data quality files for each year or under the correspondence file for the appropriate grantee.
- The final reports are placed on Citrix. A link to the reports is placed on the Student Data Reports tab of the Grant Database. The Office of Commissioner of Higher Education (OCHE) Accountability Specialist then enters the actual results into the table labeled, tbl_grants, for each grantee, and a copy of the final database is placed into the history folder on KNOX and Citrix.

SELECTION CRITERION: PROJECT MANAGEMENT

The Project Director, Linda Corr-Mahugh, has been a CTE educator for over thirty years. In Montana, she was high school teacher for 25 years; in Washington she acquired three years of

experience as a high school assistant principal/principal and four years as a district-level director of counselors and CTE. For the past two years, she has been employed by the Office of the Commissioner of Higher Education as the lead on Tech Prep, statewide articulation, and programs of study/Big Sky Pathways. She is a member of the National Association of State Directors of CTE Consortium (NASDCTEc) and represents OCHE as the secondary liaison to the Montana Counselor Task Force and Montana ACTE. Linda will be presenting at the National ACTE conference in December on Montana's START (STatewide ARTiculation) process requiring NOCTI assessments for selected courses. As Project Director, she will be responsible for all final and interim performance reporting, including financial information. The Project Director will direct the efforts of aligning the partner schools' Construction Big Sky Pathway with the 10 Framework components by the annual timelines described in [Table 1](#). Montana recognizes that it will benefit as participants in the OVAE Evaluation Design meeting in order to refine its assessment tools related to the 10 Framework components and the use of student outcome data.

OCHE's accountability specialist, Kathy Wilkins, will be the lead for reporting on the data required for this project. Kathy has worked for the Office of the Commissioner of Higher education since June of 1995. Her primary responsibilities are to manage the 11-12 postsecondary local application grants, and manage the postsecondary data used for all local and competitive grants. Kathy has also volunteered or been selected for the following CTE organizations and projects: National Association of State Directors of CTE Consortium (NASDCTEc), Associate Member Board Representative; National Association For CTE Information (NACTEI); OVAE Next Steps Work Group (NSWG), postsecondary chairperson;

Peer Collaborative Resource Network; Data Harvesting Workgroup, National Crosswalk Workgroup. Kathy is also currently the national representative for Montana Perkins.

Don Michalsky, Industrial Technology Education Specialist for OPI and State Advisor for SkillsUSA, will coordinate the NCCER curriculum alignment and identification of the essential skills incorporated in SkillsUSA competitive events. Diana Fiedler, OPI Accountability Specialist, will assist Kathy Wilkins with the data reporting.

SELECTION CRITERION: ADEQUACY OF RESOURCES

Institutional Support: The Office of Public Instruction and the Office of the Commissioner of Higher Education are solid in their commitment to this project, recognizing how well it aligns with their own agency's goals: The Montana Transfer Initiative, the Big Sky Pathways Initiative, the COLLEGE!Now Initiative, and Career/Technical START (STatewide ARTiculation), and utilizing free web-based guidance on Big Sky Pathways through the Montana Career Information System.

Fiscal Support: In its proposed budget for this project, Montana has identified through Perkins Leadership funds or In-Kind, an average of \$115,000 per year over four years. Through this identification of funds, Montana meets the requirement for competitive preference priority. A detailed budget and budget narrative are included in the proposal.

High School and College Support: Letters of support were provided by all six Montana colleges who are affiliated with Montana State University or the University of Montana. Selected high schools enthusiastically submitted letters of support when contacted about the opportunity to participate. Because of the space limitations of the E-application system, only four representative letters (one college and three high schools) are attached.

SELECTION CRITERION: EVALUATION

Montana will conduct an annual evaluation of the project to assess the constancy of the implementation of the Construction Big Sky Pathway in the participating schools. Montana's evaluation strategies are described in **Table 1**. Montana assures OVAE that they will use student outcome data to assess the progress of students enrolled in each selected POS. Montana is committed to attending the POS Evaluation Design meeting to discuss and refine the Montana-developed self-assessment tool and work with other grantees and OVAE to develop a plan for the use of student outcome data to assess the progress of students enrolled in each program of study.

The proposed project evaluation in **Table 1** is feasible for evaluating the effectiveness of each of the 10 Framework components for each participating school. Besides self assessments and peer review, the proposed evaluations will be conducted by individuals with the background and expertise in the project evaluation.

Project Narrative

RESUMES

Attachment 1:

Title: **Linda Corr-Mahugh Resume** Pages: **0** Uploaded File: **C:\Users\lcorr-mahugh\Desktop\Linda Corr resume.doc**

Linda Corr-Mahugh

- High school business teacher for 25 years
- High school assistant principal/principal for three years
- District-level director of counselors and CTE for four years
- Perkins Specialist for the Office of the Commissioner of Higher Education for two years
 - Tech Prep Manager
 - START (STatewide ARTiculation) Manager
 - Programs of study/Big Sky Pathways Coordinator
- Current Memberships:
 - National Association of State Directors of CTE Consortium (NASDCTEc)
 - Montana Counselor Task Force
 - ACTE and Montana ACTE
 - Presenting at the National ACTE conference in December on Montana's START (STatewide ARTiculation) process requiring NOCTI assessments for selected courses.

Project Narrative

ADDITIONAL INFORMATION

Attachment 1:

Title: **Letters of Support** Pages: **0** Uploaded File: **F:\PAVING THE WAY 9 Letters of Support.doc**

Townsend K-12 School District #1



201 N. Spruce • Townsend, MT 59644

Superintendent's Office

Phone (406) 441-3454

Fax (406) 441-3457

High School Office

Phone (406) 441-3430

Fax (406) 441-3456

Elementary Office

Phone (406) 441-3431

September 2, 2010

Linda Corr-Mahugh
Office of the Commissioner of Higher Education
2500 Broadway
Helena, MT 59620

Re: Promoting Rigorous Career and Technical Education Programs of Study Grant Application

Dear Linda:

I am writing to express support of the Townsend School District for the Promoting Rigorous Career and Technical Education Programs of Study grant proposal. The focus on the Construction Big Sky Pathway will benefit not only my school district but all secondary construction programs.

The Townsend School District looks forward to being a partner in this effort.

Sincerely,

Brian Patrick, Superintendent
Townsend School District

"Home of the Fighting Bulldogs"



The University of Montana – Helena

COLLEGE OF TECHNOLOGY

September 2, 2010

Linda Corr-Mahugh
Office of the Commissioner of Higher Education
Montana University System
2500 Broadway St. P.O. Box 203201
Helena, Montana 59620-3201

Re: Promoting Rigorous Career Technical Education Programs of Study Grant
Application 84-0516

Dear Linda,

The University of Montana – Helena college of Technology eagerly supports the **Promoting Rigorous Technology Education Programs of Study** grant proposal.

This project will make a tremendous difference in the efforts we have been working on to develop seamless connections between the public schools within the Helena region and UM-Helena. As you know this is a demanding field requiring high skill development and technical accuracy by all participants.

This grant will be a significant boost to the rural infrastructure of Montana by providing the transitional education requisite to specific high demand, high wage vocations critical to our economy. The Helena region alone will realize significant benefits through the increased education potential of this grant.

The University of Montana – Helena College of Technology fully supports the Commissioner's office in applying for this grant and looks forward in taking part in its implementation.

Sincerely,

Daniel J. Bingham, Ph.D.
CEO/Dean, The University of Montana Helena-COT

1115 North Roberts Street • Helena, Montana 59601-3098
phone 406-444-6800 fax 406-444-6892 website www.umh.umh.edu



Bruce K. Messenger, Ph.D.
Superintendent

53 South Rodney Street
Helena, Montana 59601
Phone (406) 324-2001
Fax (406) 324-3615

September 2, 2010

Linda Carr-Melvagh
Office of the Commissioner of Higher Education
Montana University System
2500 Broadway St.
P.O. Box 293701
Helena, MT 59620-2201

Re: Promoting Rigorous Career and Technical Education Programs of Study Grant
Application 84-0516

Dear Linda:

I am very pleased to write this letter in support of the "Promoting Rigorous Career and Technical Education Programs of Study" grant submitted by the Montana Office of Commissioner of Higher Education. The partnerships that have been forged between the Helena School District and UM Helena over the years directly support the intent of this project.

Developing rigorous programs of study more closely aligned between secondary and post-secondary outcomes will help support the workforce needs within our community and help further develop the training and employment options for our students. As construction in Montana continues to be a high-wage, high-skill and high demand career, our students need to be fully and adequately prepared to enter the workforce. This grant will help strengthen existing efforts.

One of our current challenges is finding ways to align secondary and post-secondary curriculum. It is our belief that this project has the potential to also help address this challenge. We are fully committed to working with UM-Helena and other partners to achieve this goal.

The Helena School District fully supports this grant application and is committed to its successful implementation.

Please feel free to contact me or my staff if you should have any questions or need further information.

Sincerely,

Bruce K. Messenger, Ph.D.
Superintendent

Billings Career Center

Stan Barr Director
3723 Central Avenue
Billings, MT 59102

281-5343
FAX (406) 655-3096
e-mail: Barrs@billings.k12.mt.us

September 2, 2010

Linda Corr-Mahugh
Office of the Commissioner of Higher Education
2500 Broadway
Helena, MT 59620

Re: Promoting Rigorous Career and Technical Education Programs of Study Grant Application

Dear Linda

I am writing to express support of the Billings Career Center, a Vocational/Technical High School, School District #2 for the Promoting Rigorous Career and Technical Education Programs of Study grant proposal. The focus on the Construction Big Sky Pathway will benefit not only Billings, but all secondary construction programs.

The Billings Career Center looks forward to being a partner in this effort.

Sincerely

Stan Barr

Stan Barr, Director

COLLEGE OF TECHNOLOGY

September 1, 2010

Linda Corr-Mahugh
Office of the Commissioner of Higher Education
Montana University System
2500 Broadway St., P.O. Box 203201
Helena, Montana 59620-3201

Re: Promoting Rigorous Career Technical Education Programs of Study Grant
Application 84-0516

Dear Linda:

I am writing to express support of Montana Tech's College of Technology for the *Promoting Rigorous Career Technical Education Programs of Study Grant* proposal.

The project you propose to establish will help develop state-initiated proposals for Career Technical Education programs of study in high-wage, high-demand, high-skill careers technology with area high schools.

Here in Butte, this grant could significantly help us meet the needs of our citizens and our businesses specifically and, ultimately, the entire State of Montana.

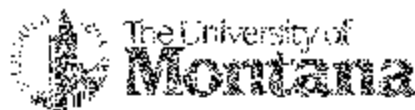
Montana Tech's College of Technology is honored to be part of your grant proposal.

Sincerely,



Dr. John M. Garic, Dean

JMG/



College of Technology
Dean's Office
905 South Avenue West
Missoula, MT 59801-2512

Phone: (406) 741-7452 Fax: (406) 741-7899
Dean@Office@montana.edu

September 7, 2010

Linda Conn-Mahugh
Office of the Commissioner of Higher Education
Montana University System
2500 Broadway Street PO Box 203201
Helena, MT 59620-3201

Dear Linda:

On behalf of the University of Montana College of Technology in Missoula, it is my pleasure to write this letter of support for the Payette Way grant proposal you are preparing for submission to the U.S. Department of Education. The UM College of Technology is supporting this project because of our commitment to career and technical education, which is part of our mission as the two-year unit of The University of Montana. We are also supporting this project because of its efforts to implement and improve the Construction Rig Sky Pathway in Montana. We are particularly well-qualified to partner on this project because of our experience in offering the Certificate of Applied Science and Associate of Applied Science degree in Carpentry through our Department of Industrial Technology. We also have experience in developing dual credit/dual enrollment coursework with area high schools.

In fact, the UM College of Technology and its Department of Industrial Technology's Carpentry program is committed to working with interdisciplinary teams of math/construction teachers in area high schools, participating in six-to-ten all-day meetings per year, attending Career Cluster meetings for three-to-five-days in June, and gaining NCCCO certification. We believe that through working in partnership with you, local high schools and other colleges with carpentry programs, we will collectively implement and continuously improve the Construction Rig Sky Pathway in Montana.

In closing, the UM College of Technology looks forward to the opportunity to partner with you on this project to provide outstanding education and training in the construction/country trades for high school students, college students, and the communities we serve.

Sincerely,

Barry Good, Dean

An Equal Opportunity Institution



MONTANA STATE UNIVERSITY – GREAT FALLS
COLLEGE OF TECHNOLOGY

Joe Schaffer, Dean/CEO 406.771.4310 jschaffer@msugf.edu
2100 18th Avenue South, Great Falls, MT 59405
www.msugf.edu

September 2, 2010

Linda Corr-Mahugh
Office of the Commissioner of Higher Education
Montana University System
2500 Broadway St., PO Box 203201
Helena, MT 59620-3201

Re: Promoting Rigorous Career Technical Education Programs of Study Grant Application 84-0516

Dear Linda:

Montana State University – Great Falls College of Technology supports the Promoting Rigorous Career Technical Education Programs of Study grant proposal.

The community of Great Falls and MSU – Great Falls has been working to develop connections between area high schools in high-demand, high-wage career technical education programs. These types of programs are demanding and require skills that can be cultivated through partnerships.

I, as Dean/CEO, understand the importance for grants such as these to help meet the needs of our students, businesses, and the community as a whole. This grant would offer significant benefits to technical education options in the Great Falls' area.

I fully support this grant. The College looks forward to participating in this proposal. If you have any questions, please feel free to contact me at 406.771.4305.

Sincerely,

A handwritten signature in black ink, appearing to be "J. Schaffer".

Joe Schaffer
Dean/CEO

changing lives - achieving dreams

Our Mission is to foster the success of our students and their communities through innovative, flexible learning opportunities for people of all ages, backgrounds, and aspirations resulting in self-fulfillment and competitiveness in an increasingly global society.



Office of the Dean
College of Technology

September 1, 2010

Ms. Linda Corr-Mahugh
Office of the Commissioner of
Higher Education
2500 Broadway
Helena, MT 59620

Dear Ms. Corr-Mahugh,

As a member of the Montana University System, I support your proposed project, *Pave the Way* through the Office of the Commissioner of Higher Education. I can assure you that MSU Billings College of Technology will do whatever it can do to make this partnership of Montana two year colleges a success with the implementation of the construction program of study and working with our regional high schools to bring this to fruition.

Sincerely,



John Cech, Dean
MSU Billings
College of Technology

Your BUTTE PUBLIC SCHOOLS

Butte School District #1

**111 N Montana St
Butte, Montana 59701
Phone (406) 533-2500
Fax (406) 533-2525**

Board of Trustees

*Patti Hepola, Chair
Kristen Rosa, Vice-Chair
Rayelynn Connole
Dick Garlish
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David Kerr
Vikki O'Brien
Shain Wolstein*

Superintendent

Dr. Linda E. Reksten

Directors

*Michele Brennick,
RSVP
Kathy Cannon,
Special Education
Mark Harrison,
Auxiliary Services
Jed Hoopes,
Transportation /
Building Maintenance
Judy Jonart,
Curriculum
Therese McClafferty,
Human Resources
J.R. Richardson,
Business Affairs*

Photo by Chris Williams

September 3, 2010

Linda Corr-Mahugh
Office of the Commissioner of Higher Education
Montana University System
2500 Broadway St., P.O. Box 203201
Helena, Montana 59620-3201

Re: Promoting Rigorous Career Technical Education Programs of Study Grant
Application 84-0516

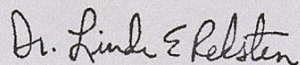
Dear Linda:

On behalf of Butte School District #1 I am writing to express support for the
Promoting Rigorous Career Technical Education Programs of Study Grant proposal.

Butte School District #1 is emphasizing with each student specifically at grades 9-12
the importance of linking school to high skill careers. We endeavor to ascertain
student strengths through the Montana Career Inventory Survey and assist students
in career planning. Additionally BSD #1 is working to link graduation to the world of
work through Graduation Matters-Montana, an initiative forged by our State
Superintendent, Denise Juneau.

Here in Butte, this grant could significantly help us link students to the world of
work thereby benefiting our economy in Butte and in Montana.

Sincerely,



Dr. Linda Reksten
Superintendent

LER/sg

Budget Narrative

BUDGET NARRATIVE

Attachment 1:

Title: **Paving the Way Budget Narrative** Pages: **0** Uploaded File: **E:\PAVING THE WAY Budget Narrative.doc**

PAVING THE WAY

BUDGET NARRATIVE

Personnel:

- There are no requested funds for Personnel. All Personnel expenses, including salaries and benefits that are charged to our Leadership funds, will be used for consideration for competitive preference priority.

Travel:

- Travel expenses for all four years include sending 23 secondary and postsecondary teachers and counselors to the national Career Clusters Institute.
- Funds to attend the required POS Design meeting in Washington, D.C., are requested. We are also allocating funds out of our Leadership dollars for this purpose.
- Funds for the OPI Specialist and the OCHE Project Director for travel to meetings and high school sites are requested.
- Funds for high school teachers and counselors to meet and collaborate. For phase one of the project (Years 1 and 2) there will be 18 participants. For phase two of the project (Years 3 and 4), there will be 36 participants. Leadership funds for year one are being applied for this purpose.

Meeting Costs:

- No funds are requested. Meeting Rooms for project meetings are an in-kind item.

Supplies and Materials:

- Funds for pathway-related publications and integration math resources are requested. Year one allocates \$3,000 of Leadership funds for this purpose.

Consultants:

- Funds are requested for a national consultant on implementing career clusters in years 1 and 4. Leadership funds for Year 4 are being applied for this purpose.
- Funds are requested for a consultant on NCCER modules and certification. Leadership funds for Year 4 are being applied for this purpose.
- Funds are requested for a consultant on program evaluation and data analysis. Leadership funds for Years 2 and 3 are being applied for this purpose.
- Funds are requested for implementing the web-based guidance system, MCIS. Leadership funds for Years 1, 2, and 3 are being applied for this purpose.
- Funds are requested for a consultant on integrating construction and math curriculum.

Contracted Services:

- Funds are requested for honorariums of \$3,000 each for postsecondary faculty members for expectations above and beyond their contract.
- Funds are requested for honorariums for secondary interdisciplinary team members of \$3,000 each for expectations above and beyond their contracted day. Team members include one math teacher and one construction teacher.
- Funds are requested for honorariums for counselors (\$1,000) for expectations above and beyond their contracted day.
- Funds are requested to provide a common planning period for math and construction interdisciplinary team members. Each high school would receive \$20,000 to “buy” a common planning period for two teachers. This is based on 20% of an average salary of \$50,000.

Indirect Costs:

- 3.5% of \$250,000

Total Request:

- The total four-year budget for this project is \$1,445,002.
- The total four- year request for \$999,800.
- The total four-year Leadership and in-kind funds identified are \$445,202.